

# ASSESSMENT, RECORDING AND REPORTING POLICY

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Produced by	School
SLT responsible	Deputy Headteacher
Signatures Chair of Governors  Headteacher	



FEARNHILL SCHOOL

## **Rationale**

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives may be set and students' progress demonstrated and monitored. Assessment should be incorporated systematically into teaching strategies to diagnose any misconceptions and inform planning of future learning.

*This policy should be read in conjunction with the feedback policy and the teaching & learning policy.*

## **Aims**

1. To outline how the school obtains, shares, and uses valid and reliable assessment information relating to student progress.
2. To ensure assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.
3. To ensure assessment practice does not place unnecessary burdens on staff or pupils.
4. To ensure stakeholders receive valuable assessment information that is clear and simple to understand.

## **Procedures**

### **Assessment**

- Assessment information required at data capture points will be based on assessment tasks that have been carefully planned and sequenced by the faculty/subject area. The purpose of assessment tasks should be to support pupils in improving their knowledge, skills and understanding in relation to the school's curriculum. Assessment should be as valid and reliable as is practicable. For Level 2 and 3 courses, teachers should also consider the performance of students in controlled assessments when making judgements about student progress.
- Teachers will use assessment tasks to rank students in order of their performance and compare their progress. Comparison will be made of each student's rank position following an assessment with their initial rank on entry to secondary school, using KS2 test scores, or CAT tests where these are not available. In certain practical subjects, baseline assessments will be used.
- Once students have completed a Y10 mock, and throughout Y11, they will be awarded a 'current grade'. This grade is based on performance in external, standardised assessments (and controlled assessment where relevant) and indicates what grade a student would achieve in the qualification at the point of assessment, given they were only tested on the content they had been taught so far.
- Throughout Y12 & 13 students will receive a 'predicted grade'. This is the grade the teacher considers it most likely the student will achieve at the end of Year 13 based only on the assessment information the teacher has obtained.

## **Target Setting, Recording and Reporting**

### **Target Setting**

- All students in Years 7-11 will be set an end of KS4 GCSE target grade in each subject. This grade will be the grade that is one grade higher than the national average grade achieved by students with the same KS2 prior attainment in the 2019 GCSE results, or the most up to date national attainment figures published by the Department for Education. Students without KS2 prior attainment scores will have CAT test scores used for target setting, instead of KS2 prior attainment scores.
- In Years 12 & 13 students studying level 3 courses will be set A level target grades that are one grade higher than their expected progress based on GCSE attainment. Students on Level 2 pathways will have a target

grade 4 in their maths and English resits and their target grades for Level 2 courses will be whichever is the higher grade, one grade higher than their highest Key Stage 4 grade or a Level 2 pass

- Students will not be told their target grades in KS3 or 4, since there is little evidence this supports achievement and some evidence that it is harmful to students with lower prior attainment. Students and their parents will be told whether they are working towards, at or beyond expected progress based on their prior attainment.

### Recording

- Data captures are carried out three times a year for all students except in Year 13 where data will be collected twice.
- All data held within the school relating to an individual student is recorded centrally within the SIMS system to allow for accurate and stable storage of data. Relevant data is available to all staff as appropriate, to analyse and use for professional purposes in an accessible and useful format.
- Departments are responsible for tracking the progress of individual students and groups of students against targets within the subject and for taking appropriate action related to achievement. This information must inform the planning for the next stage of learning for relevant groups and provide information so that students together with their teachers and parents can best improve their learning.

### Reporting

- Students will receive three written reports per year in Years 7-11. The reports will include attendance figures for the reporting period, merits and negative behaviour points for the reporting period, Key Stage 2 scaled scores (where available) and cognitive ability test scores. They will then provide an attitude to learning grade and a progress grade for the previous reporting cycle and the current reporting cycle. Following year 10 Mocks students will also receive a 'current grade' in each subject.
- Students will receive three reports per year in Year 12 and two in Year 13. They will receive the same information as other students except the report grade will be the 'predicted grade'. Once a year, students in the sixth form will also receive written comments from their subject teachers and their tutors.
- Teachers will report progress grades using the following key:

Key to termly attainment codes	
B	Making better progress than the national average
E	Making expected progress compared with the national average
T	Working towards the national average expected progress

*Progress grades compare students to all others nationally with the same starting points*

- Attitude to Learning (ATL) grades descriptors are shown below:

1	You are demonstrating an excellent attitude towards your studies in this subject. Classwork and homework tasks are always completed conscientiously, with enthusiasm, and are of high quality; often you produce work above and beyond what is expected. You are self-motivated, showing initiative and exceptional commitment to your studies and are always willing to contribute in class. You are able to operate independently, developing and following original lines of enquiry. You always meet deadlines set.
2	You are demonstrating a good attitude towards your studies in this subject. Classwork and homework is of a good quality and is almost always fully completed. You apply yourself as expected and take an active role in your learning, showing an interest in the subject. You show commitment to your studies and are usually fully engaged in classroom activities. You are developing as an independent learner. You usually meet deadlines set.

3	You are demonstrating a satisfactory attitude towards your studies in this subject in most instances. The work you produce can be of a satisfactory quality; however, you sometimes do not complete classwork tasks and often produce work that does not reflect your ability. Sometimes you are not fully engaged in class and can take a passive role in your learning. Little independent work is taking place, with you often relying on direction. There are occasions when deadlines are missed and the homework produced is not completed to a level that reflects your ability.
4	You are demonstrating an unacceptable attitude towards your studies in this subject. Classwork is frequently incomplete and homework is rarely attempted. In class you are often unwilling to engage in the activities and at times you do not act upon advice given. You sometimes display disruptive behaviour. Deadlines for work are rarely met.

- Opportunities to meet with staff will take place throughout the school year including one parents' evening per year group, to allow parents/carers and students to discuss the students' progress with subject staff.

## **Roles and Responsibilities**

### **Expectations of all staff**

- Assessment data will be submitted in line with the school's data collection cycle and use the appropriate level/grade system for the key stage and qualification and will be available on SIMs.
- All faculties/departments will make arrangements to moderate assessment data before submission.

### ***Subject Leaders***

- Subject leaders will review the data that has been entered before the data cycle has closed and will ensure that the data is valid and reliable.
- Subject leaders will complete assessment reports to analyse the effectiveness of curriculum delivery and the performance of different groups and individual students. These will be reviewed with line managers following data collection.

### ***Students***

- Students will engage positively with the school's assessment and reporting systems and use the information to enhance their progress

### ***Parents***

- Parents will engage positively with the school's assessment and reporting systems and use the information to liaise with teachers to support their child's progress

### ***Governors***

- Governors will monitor assessment outcomes and hold school leaders to account for progress.

## **Monitoring and Evaluation**

This policy will be reviewed every two years and in response to national changes where necessary.